

HIGH HILLS ELEMENTARY

8 Frierson Rd.
Shaw AFB, SC 29152

GRADES 4-5 Elementary School

ENROLLMENT 547 Students

PRINCIPAL Elizabeth Compton 803-499-3327

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	64	21	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No

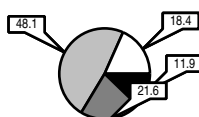
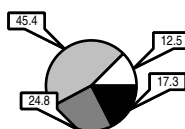
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

89.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	543	99.5	17.0	47.3	34.1	1.6	48.9	Yes	Yes
Gender									
Male	281	98.9	18.8	48.4	32.4	0.4	46.5		
Female	262	100.0	15.1	46.0	36.0	2.9	51.5		
Racial/Ethnic Group									
White	228	99.6	9.5	44.8	41.9	3.8	59.5	Yes	Yes
African-American	290	99.3	23.7	50.0	26.3	0.0	38.2	Yes	Yes
Asian/Pacific Islanders	13	100.0	0.0	30.8	69.2	0.0	92.3	I/S	I/S
Hispanic	11	100.0	22.2	55.6	22.2	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	469	99.8	14.2	46.9	37.1	1.9	54.3		
Disabled	74	97.3	34.8	50.0	15.2	0.0	13.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	543	99.5	17.0	47.3	34.1	1.6	48.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	542	99.5	16.8	47.4	34.2	1.6	49.0		
Socio-Economic Status									
Subsidized meals	302	99.3	19.4	49.5	30.8	0.4	41.0	Yes	Yes
Full-pay meals	241	99.6	14.0	44.6	38.3	3.2	58.6		

Mathematics - State Performance Objective = 15.5%									
All Students	543	99.3	12.1	45.5	24.9	17.4	57.5	Yes	Yes
Gender									
Male	281	98.6	12.5	42.7	24.7	20.0	60.0		
Female	262	100.0	11.7	48.5	25.1	14.6	54.8		
Racial/Ethnic Group									
White	228	99.6	6.7	43.3	25.7	24.3	67.1	Yes	Yes
African-American	290	99.0	16.5	48.7	23.8	11.1	49.0	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	30.8	30.8	38.5	84.6	I/S	I/S
Hispanic	11	100.0	33.3	22.2	33.3	11.1	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	469	99.8	9.6	44.8	26.3	19.3	61.8		
Disabled	74	96.0	29.2	50.8	15.4	4.6	29.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	543	99.3	12.1	45.5	24.9	17.4	57.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	542	99.3	12.0	45.6	24.9	17.4	57.6		
Socio-Economic Status									
Subsidized meals	302	99.0	17.3	47.1	21.7	14.0	52.2	Yes	Yes
Full-pay meals	241	99.6	5.9	43.7	28.8	21.6	64.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	280	99.3	19.4	45.7	34.4	0.4	34.8
	Grade 5	293	100.0	31.9	57.6	10.1	0.4	10.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	262	99.6	10.9	44.1	42.2	2.7	44.9
	Grade 5	281	99.3	22.8	53.7	22.8	0.7	23.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	280	100.0	7.2	50.6	27.3	14.9	42.2
	Grade 5	293	100.0	23.2	52.9	17.8	6.2	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	262	99.6	7.0	43.8	25.8	23.4	49.2
	Grade 5	281	98.9	17.3	50.2	21.4	11.1	32.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 547)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	1.6%	N/A	2.7%	2.7%
Attendance rate	96.7%	Up from 96.4%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.2%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%		3.0%	3.5%
Eligible for gifted and talented	19.4%	Down from 19.8%	16.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.5%	Up from 8.7%	9.0%	8.2%
Older than usual for grade	4.4%	Down from 5.3%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	51.5%	Up from 37.8%	52.0%	51.4%
Continuing contract teachers	78.8%	Up from 64.9%	90.0%	87.5%
Highly qualified teachers**	96.6%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	7.1%		0.0%	0.0%
Teachers returning from previous year	80.2%	Down from 84.7%	88.7%	86.7%
Teacher attendance rate	95.9%	Up from 95.2%	95.0%	94.9%
Average teacher salary	\$37,170	Up 8.4%	\$40,915	\$40,760
Prof. development days/teacher	22.0 days	Down from 22.5 days	12.1 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.5 to 1	19.6 to 1	18.9 to 1
Prime instructional time	91.7%	Up from 90.7%	90.1%	90.0%
Dollars spent per pupil*	\$4,602	Down 4.1%	\$5,720	\$6,044
Percent of expenditures for teacher salaries*	62.3%	Down from 62.7%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.6%	Down from 95.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

High Hills Elementary is a Title I school. Our "Red Carpet" school provides students in grades four and five with a great place to learn. We have a highly transient population; however, our school and district personnel, parents, community members and students work together effectively to create a positive and inviting learning environment and "A School That Works."

Our teachers continue to use unit plans, which address state standards and provide students with critical thinking skills and problem-solving activities. This year, the teachers have worked hard to increase the amount of time our students actually spend reading at school and at home. The language arts teachers all completed a Reading Strategies graduate course offered by our school district. We also utilized educational research and focused on programs that increased student achievement.

We used the "Panther Academy" (extended day program) along with Child Study teams, computer lab, Accelerated Reader, after school C.A.R.E.S. program for working parents, academic plans and parent volunteers to better meet the needs of individual students. We continued to use the school-wide homework policy for our students this year, which clearly delineates the responsibilities for parents, students, and teachers.

Although our school goal of every child scoring proficient or advanced on the PACT has not yet been attained, our students have made progress in all subject areas. We will continue to utilize research, involve our parents and community members, and focus on appropriate academic planning and instruction to improve the achievement of each child attending High Hills Elementary School.

Elizabeth Compton, Principal
Shawn Hall, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	245	173
Percent satisfied with learning environment	96.9%	84.7%	91.8%
Percent satisfied with social and physical environment	93.5%	86.7%	90.0%
Percent satisfied with home-school relations	96.9%	94.6%	80.5%

*Only students at the highest elementary school grade level at this school and their parents were included.